



TCSED Curriculum Policy

Our School Mission

To celebrate our diverse community, educating our students to thrive and confidently shape their future with a love of learning, excellent qualifications and strength of character.

What is the intent of our school curriculum?

We aim to provide a holistic education that allows all students to develop the character and expertise they need to thrive in life - personally, economically and as good citizens. Everything students learn in school, from the taught academic timetable, our enrichment offer, our PSHE and careers curriculums, pastoral support and teaching of behaviour is part of the school curriculum at The Charter School East Dulwich. Our curriculum is knowledge-rich and encourages students to acquire and use different types of knowledge over time, developing their abilities and mastering the content. We sequence our curriculum to give students the opportunity to succeed in the next stage of their education, be it academic, professional or vocational. Every individual receives the right combination of support and challenge to achieve their personal best, irrespective of background or personal circumstance.

How do we implement the curriculum effectively?

Through...

- A broad and balanced curriculum including:
 - KS3 (Y7- 9): En, Ma, Sci, MFL, His, Geog, Rs, Art, Drama, DT, PE, Computing
 - KS4 (Y10/11): En, Ma, Sci, PE, PSHE + 4 Options + Triple Science
 - KS5: 3 or 4 A level Subject or equivalent plus opportunity for EPQ
- PSHE / Careers Curriculum for every year group
- Our lesson stages: Connect, Investigate, Exhibit & Review
- Using Instructional Coaching and Co-planning Meetings to improve the delivery of the curriculum
- Using a Data Driven Instruction to drive changes to curriculum and pedagogy to ensure all students learn
- Active seating plans; checking for understanding; closing gaps in learning; frequent retrieval and recall tasks
- Regular formative and summative assessments
- Homework, knowledge organisers and Google Classroom
- Encouraging a love for reading and supporting students with literacy.



How do we know we are positively impacting student learning and progress?

We assess our student progress through:

- Termly Teaching and Learning report at SLT
- Whole school learning walks (FLs, SLs, YLs, SLT)
- Team learning walks and 'patrol pop-ins'
- Book looks / work scrutiny
- Data Driven Instruction cycle
- Student voice through meetings, student council and surveys
- A minimum of 2 assessments per year for all year groups
- Subject homework and classwork feedback loops
- School, Trust and external reviews (eg LSTSH peer review)
- External GCSE and A level outcomes
- Parental, Staff and Student surveys